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ABSTRACT

The Immigration Reform and Control Act (IRCA) of 1986 mandates that applicants for permanent residency either demonstrate minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States, or show that they are satisfactorily pursuing a course of study recognized by the U.S. Attorney General to achieve such understanding. This curriculum guide is intended to assist service providers to prepare educational programs for language minority adult amnesty applicants. Goals are the following: (1) understand IRCA legislation and be able to explain requirements, rights, and obligations to applicants; (2) understand applicants' overall needs, including short- and long-term goals; (3) provide a curriculum that meets Immigration and Naturalization Service (INS) approval and is educationally sound and socially responsible; and (4) establish standards and policies that serve the applicants' best interests and safeguard confidentiality. An amnesty preparation program should contain the following components: (1) needs assessment; (2) counseling: (3) instructional program; and (4) policy to protect students and safeguard confidentiality. Curricula for the following types of instructional programs are outlined: (1) a 60-hour course preparing students to take the INS citizenship exam; and (2) a 60-hour course that integrates English as a Second Language (ESL) and citizenship and that leads limited-English speakers to a greater knowledge and understanding of United States history and government. The appendix comprises the following materials: (1) a list of 20 sample questions to assess literacy; (2) an explanation of INS testing options for the English-Civics Requirement; and (3) a list of 100 questions on History and Government. A list of 23 resources is also appended. (FMW)

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IE 2-117, CSU Long Beach
Long Beach,CA 90804
(213) 498-4680

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"TEACH THE STUDENTS, NOT THE BOOK"

A CURRICULUM GUIDE

FOR

PREPARING LANGUAGE MINORITY ADULTS FOR LEGALIZATION

(Update May, 1989)

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UD 026 987

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OVERVIEW

In preparing responsible educational programs for amnesty applicants, service providers face major challenges. Foremost among these are the need to

* understand IRCA legislation and be able to explain requirements, rights and obligations to applicants.

* understand applicants' overall needs, including short term (legalization) and long term goals.

* provide a curriculum that is approved by the INS, while at the same time educationally sound and socially responsible.

* establish standards and policies that serve the applicants' best interests and safeguard confidentiality.

BACKGROUND:

The 1986 Immigration Reform and Control Act (IRCA) contains provisions of vital interest to both education and industry. IRCA contains three major provisions:

(1) employer sanctions for companies hiring "unauthorized workers" or for failing to complete paper work on newly hired workers

(2) anti-discrimination provisions designed to protect non-citizens, ethnic minorities, or people who look or sound foreign

(3) "amnesty" or legalization for previously undocumented aliens who qualify under Phase I and who meet the requirements of Phase II.

Legalization Requirements

IRCA mandates that those wishing to gain legalization have to complete two phases of the process, each with its own set of requirements. Phase I, designed to grant temporary residence status to those eligible, ended in May, 1988. Phase II, designed to grant permanent residence status to all those who meet its requirements is underway now and will end in November of 1990. Among the most significant of the PHASE II requirements are the educational provisions outlined below. For most amnesty applicants, then, passage from temporary to permanent residence status is not automatic but must be earned within a designated time period.

Thus in order to obtain permanent residence status and to receive a "Green Card", applicants must (1) apply for permanent residence status, (2) document that they have complied with the educational provisions, and (3) qualify under all additional provisions. These steps must be completed within thirty months of the time the application for temporary residence was received.

Applicants who fail to apply, fail to qualify, or fail to meet the educational requirements will revert to illegal status and will once again be subject to deportation.

As of this writing (May, 1989), final regulations governing the program have not been issued, and less than 20% of those eligible to apply for permanent residence have done so.

IMPLICATIONS:

There is a great deal of concern that a significant number of those eligible to apply for permanent residency will, for whatever reasons, not be able to complete the legalization process within the required time limit.

Employers, unions, IRCA coalitions, community-based organizations (CBOs) and educational agencies can join efforts in helping to make sure that all applicants eligible for legalization under the 1986 IRCA have the opportunity to meet the Phase II requirements and gain permanent residence status.

Educational Requirements:

The 1986 Immigration Reform and Control Act mandates that (with certain exceptions) applicants for permanent residency in the U.S. fulfill the following educational requirements. They must

1. demonstrate "minimal understanding of ordinary English and a knowledge and understanding of the history and government of the United States"

or

2. show that they are "satisfactorily pursuing a course of study recognized by the Attorney General to achieve such an understanding of English and such a knowledge and understanding of the history and government of the United States."

As things stand now (May, 1989, before the final regulations), the two most common options for meeting these requirements are the following:

OPTION ONE: Passing a 312/Citizenship Exam

Applicants can take an INS approved (more or less standardized) exam, and demonstrate that they have the requisite knowledge of English and understanding of U.S. history and government. These tests are also known as the Section 312/Citizenship tests.
So far, two 312 tests are available: (a) the INS interview exam, and (b) the ETS 312 Citizenship test. (A third 312 test is being field tested.)

POINT TO REMEMBER: Applicants who pass a section 312 test will not need to take a citizenship exam when they apply for citizenship any time after the five-year waiting period.

OPTION TWO: Documenting "Satisfactory Pursuit"

Applicants who do not wish to take a standardized exam (because they are not proficient or not confident enough), can either

a. complete forty (40) hours of a sixty (60) hour approved course in ESL and Civics and provide a certificate that documents their attendance in such a course. This certificate is called "Certificate of Satisfactory Pursuit."

or

b. attest to forty (40) hours of home study and pass a proficiency exam that tests basic language and civic skills. This test requires basic literacy.

NOTE: The satisfactory pursuit option can also be met by providing a diploma from a U.S. high school (including GED) or by documenting that one full academic year in an accredited U.S. school has been completed.

POINT TO REMEMBER: Students who choose the "satisfactory pursuit option" will need to take a citizenship exam if they choose to apply for citizenship later on.

FOR MORE INFORMATION ON THE TESTING OPTIONS, SEE APPENDIX.

IMPLICATIONS:

In most areas of the United States, the majority of applicants do not have the background knowledge, literacy skills and the language proficiency in English to pass a section 312 test. In addition, a large number of applicants also do not have the prerequisite literacy skills to pass the INS proficiency test. Thus, most applicants will need to find space in a class so that they will be able to receive their "Certificate of Satisfactory Pursuit."

DEVELOPING AN AMNESTY PREPARATION PROGRAM

Minimally, an amnesty preparation program should contain the following components:

Needs Assessment

including an evaluation of the applicants' understanding of the legalization process; knowledge of history and government; English language proficiency and literacy levels in the first language; educational background; and socio-economic circumstances that might present an obstacle to completion of the program.

Counseling

including information on the legalization process, information on options available to meet requirements, explanation of instructional program, placement into courses, discussion of present circumstances and long term goals and referrals to support services and suitable educational or job training programs.

Instructional Program

several levels of courses specifically geared towards the educational and linguistic levels of the students, ranging from courses for pre-literate to special work shops on citizenship exam preparation; should include a description on program standards and procedures for evaluating student progress.

Policy to Protect Students and Safeguard Confidentiality

including a protocol for handling "monitoring" visits by the Immigration and Naturalization Service, setting up separate files for documented and undocumented clients, and safeguarding records for students who may be at risk of not being able to obtain legalization; procedures for identifying students at risk of dropping out before the requisite 40 hours have been completed.

DESIGNING THE INSTRUCTIONAL COMPONENT

A responsible Amnesty Preparation Program needs to meet two requirements:

1. It must be within the guideline established by IRCA and as such contain

a. procedures for placing students into appropriate class levels

b. a curriculum of at least sixty hours per class level, with a description of what is to be taught in each course; it must integrate ESL and citizenship and provide instruction that is "relevant and educationally appropriate for the program focus and the intended audience"

c. a description of program standards and procedures for evaluating "satisfactory progress" towards meeting standards.

d. copies of the federal text to be used in classes where appropriate; otherwise, at least one copy must be available as a resource.

2. It must meet the special needs of the amnesty applicants to be served:

a. Primary among those needs is the need to achieve legalization. Helping students gain permanent residency should thus be the essential focus of an amnesty preparation program.

b. Many amnesty students will have had negative experiences with schooling and may need a supportive, positive environment in which they can learn and build confidence in their own ability to cope.

DEVELOPING COURSES THAT MEET STUDENT NEEDS:

Whatever curriculum is selected, it must be capable of responding to three major groups of students:

1. Applicants who have chosen to take the INS administered exam in English and citizenship and do NOT wish to take classes.

These applicants may need workshops or counseling sessions that explain the legalization process, discuss options available to them and provide practice in dealing with an INS examiner. Referral services may be helpful.

2. Applicants who want to take classes that will prepare them for the INS exam.

These applicants need a course that prepares them for the INS exam. The course should include information on legalization, content based on the federal text, and the questions that examiners may ask (see Appendix for Chapter 4.) For details, see "Green Card English and More," p.

3. Applicants who need a certificate of satisfactory pursuit and are not ready to submit to an INS examination.

These students may benefit most from a "practical civics" course that helps them to understand their community and provides them with the skills needed to effectively access services and participate fully in the larger society.

POINTS TO REMEMBER:

1. Students who lack basic literacy skills should not be taught in the same class (at least not in the same way) than student who speak little English but have learned to read and write.

2. INS does allow for bilingual support in the content courses, so the first language may be used to help students understand concepts that are too difficult to understand in English.

CURRICULUM RECOMMENDATIONS

PART ONE: GREEN CARD ENGLISH AND MORE: A CURRICULUM FOR INS TEST TAKERS

A 60 hour course preparing students to complete the INS exams, should be able to meet the following instructional objectives:

It must be capable of helping students

* understand the IRCA requirement and the legalization process (see LEGALIZATION COMPONENT)

* understand, retain, and explain information from the federal textbooks and give answers to the INS questions; students may need additional information from other texts to build the necessary background knowledge. (see CITIZENSHIP COMPONENT)

* develop both INS literacy (reading aloud any sentence from the federal text; writing a dictated sentence) and functional literacy (reading labels, notices, letters, stories, newspapers and writing notes, letters, stories, filling out forms) (see INSTRUCTIONAL STRATEGIES)

* be able to demonstrate orally their knowledge and understanding to an INS official and choose correct answers on a standardized test if they want to choose that option. (see TEST TAKING STRATEGIES AND INTERVIEW COPING SKILLS)

LEGALIZATION COMPONENT:

This component should include information on

a. the legalization process, including rights and obligations under IRCA

b. the INS exam process, including format and typical test questions

c. what recourse is available if the process does not go smoothly, (e.g. not passing the test, application is denied); it may include information on what options are available to family members who may not qualify. As time permits, this component might also include information on

d. the right to non-discrimination under the law

e. available resources such as social service or legal aid agencies that can be contacted for help

In order for this component to be taught successfully, teachers must either be thoroughly familiar with the regulations governing the legalization process or be aware of services and individuals that can guide their students.

What Happens at an INS Interview Exam?

1. To assess knowledge of "ordinary English" the examiner will ask general questions about the identity and background of the applicant. Questions are taken from the application form that the person has submitted and may include questions about where the person went to school and what he/she studied.

2. To assess a knowledge and understanding of U.S. history and government, the examiner is expected to choose from a list of one hundred (100) pre-selected question based on the content of two of the federal texts (U.S. History and U.S. Government Structure). The examiner is supposed to take into account the language level, educational background, and special circumstances of the applicant. This may not always happen since examiners have had no special training in rephrasing questions to simplify information, in coaching a person who may have trouble explaining an answer or in understanding heavily accented English.

3. To assess literacy in English, the examiner may ask the person to read and write three sentences from a pre-selected list of twenty (sentences). In order to pass, the applicant will need to read and write one of the three sentences correctly. (Details on what constitutes an acceptable sentence are not yet available.)

4. For details on the standardized written ETS 312/Citizenship exam, please see the Appendix.

NOTE: The Appendix contains a list of the 100 INS questions, the 20 INS literacy sentences and details on the testing.

Instructional Strategies

As you prepare students to successfully complete the legalization process, keep in mind the following instructional principles:

1. Present information in the form of activities, not lectures. These activities may be in the form of group discussions; question and answer sessions; analysis of case studies of other applicants; comments on newspaper articles on amnesty (articles can be read in the first language); phone calls to legalization hot lines; draft letters to get information in writing.

2. Make your teaching interactive, student centered, and focus on learning by experience. Have students work in groups and guide them in making calls to the INS, immigrant coalitions and legal rights groups; contact legal aid agencies to see if guest speakers are available; interview immigrants who have already gone through the INS interview (legalization or citizenship; report back in English on newspaper articles and radio or television news programs that discuss amnesty information in the first language. It may also be possible to enlist such students in outreach efforts, asking them to contact community members who may not be aware of how to meet Phase II requirements.)

CITIZENSHIP COMPONENT

This component should include the following:

Information from the Federal Textbook series and other books developed specifically for amnesty programs. We recommend the Of the People, a text developed by the Center for Applied Linguistics); text materials may be supplemented by videos, films, and poetry and stories written by immigrants themselves.

Instructional Strategies

Since many of the amnesty applicants may not have had much experience with dealing with academic texts or abstract concepts (such as the three branches of government), they may need support in "learning how to learn." The following strategies will be helpful:

1. Developing interest

a. Present students with a brief overview of a section in the book.

b. Use a picture, an easy poem, a story, a few lines from a text to "hook" the students and get them interested.

c. Ask students questions to find out which concepts they are familiar with in their own language.

d. Help them discover how the information connects to their own lives

2. Helping Students Understand and Remember Citizenship Content

a. Use reading strategies that help students find main ideas. (e.g. try skimming and scanning, as well as predicting ideas from pictures and from headlines.) Encourage students to focus on ideas, not just words on the page.

b. Encourage students to guess what a picture, a sentence or a new word may mean from the context in which it appears. Then show them how to reconfirm their guesses; discourage the use of dictionaries.

c. As time permits, include poems and stories that tell about U.S. history from an immigrant perspective; ask students to tell their own story into a tape recorder, type up their stories, have the class read them and use them as a basis for dictation.

POINTS TO REMEMBER:

1. As you work with the applicants,try to minimize frustration and build confidence instead. Help your students gain the necessary self-assurance. Amnesty applicants need to feel that they can acquire the knowledge needed for the test and that they can hold their own in the interview.

2. If you have students that seem overwhelmed by the INS questions, emphasize that no one has to take the test (each student should have the option of receiving a certificate after 40 hours. If individuals are not "getting" the information needed to pass the INS exam, stress their strengths in other areas and provide activities that they can free language in (discussions in the native language, sharing of life experiences, etc.) NO student should be allowed to feel like a failure because he or she cannot remember dates or events from the federal text book series.

DEVELOPING TEST TAKING STRATEGIES

Even if your students understand the information from the federal text and seem to do well in your courses, they may not be prepared to pass the INS exam. Remember that the exam presents a high pressure situation inasmuch as the students may be fearful and distrustful of the INS official and feel that their entire existence in the U.S. is at stake.

In addition, many of the students will find it difficult to understand the examiner's questions and predict what answer may be expected. A large number of students may never have taken a test of any kind and may need to be familiarized with the format of both a written and an oral exam.

To give the students practice in test taking and dealing with examiners, we recommend the following

<u>Instructional Strategies:</u>

a. Let students know what will happen on the INS exam (see above) and give them plenty of practice taking an oral or a written test (their choice). Help them develop strategies for coping with misunderstandings and problems (memory blocks, confusion, nervousness) and for dealing with examiners who may be less than sympathetic or appear intimidating.

b. Dictate sentences for students to write down. Use information about the students for content. Mix straight sentences with interesting, silly, or controversial statements. Vary your speed (and if you can, accent) as you speak so students get used to hearing different styles. Ask students to dictate sentences to each other.

c. Purposefully mumble at times or talk too fast and show students how they can ask you to slow down, rephrase, explain, etc. Show students how to say those things without sounding offensive.

d. ask students to "guess" the correct answer and explaining why you think an answer is right (without actually knowing the answer) "Educated guessing" increases comprehension skills and builds confidence.

e. have students rephrase test questions to make them easier to understand ("what do you think this question means? "how else could you say that?")

f. ask students to find the "wrong" answers on multiple choice test and explain which of the answers can be eliminated even if one does not know the answer.

g. have students look for key words in a question and using brainstorming and free association to discover possible answers.

NOTE: (These strategies can be built around quick oral quizzes, group problem solving, co-operative learning and team contests; also possible are "Jeopardy" or "Concentration" type games that re-enforce difficult vocabulary.)

DEVELOPING COPING SKILLS FOR INTERVIEW SITUATIONS

No matter how hard they study, your students will never be completely prepared for any eventuality of the interview situation. The examiner may talk to fast or ask questions that they don't understand or applicants may be so nervous that they forget what they previously knew. In order to prepared for the unexpected, they need to learn how rely on their wits and their social skills.

Instructional Strategies

In order to feel confident that they can survive even awkward or difficult situations, students need practice in using the following communication strategies:

a. asking for clarification and rephrasing (e.g. "I'm not sure what you mean." "Can you repeat the question? Could you say that in a different way?")

b. asking the examiner to speak more slowly or clearly. (e.g. "I didn't understand; could you say that again more slowly?)

c. buying time (e.g. "Can I think about this for a minute? I think I know the answer")

d. admitting a problem without losing face (I'm sorry I can't remember X, but I do remember Y)

e. asking for help ("I'm sorry, I don't remember the answer. I only had one citizenship class. Could you ask me another question?)

f. coming across as "regular guy" (dressing as one would for a court appearance, watching for signals to shake hands, maintaining appropriate eye contact, appropriate distance)

g. appearing knowledgeable ("I took a class and studied X, Y, and Z; but I don't remember this question)

h. throwing yourself at the mercy of the examiner. ("I'm sorry, my English is still not very good. I studied everything. But now I forgot.")

(Examiners are supposed to take background and ability into account when examining knowledge.)

POINT TO REMEMBER:

Merely asking students to memorize questions and answers without helping them understand and integrate content may be frustrating and counterproductive.

PART TWO: ESL AND CIVICS FOR CERTIFICATE STUDENTS

Many (if not most) of the applicants seeking educational services will not have the English language and literacy skills to pass the INS exam or to benefit from a traditional citizenship curriculum.

These students will need to be enrolled in a class that meets the legal requirements set up by INS. These include a curriculum for a 60 hour course that integrates ESL and citizenship in a way that leads to greater knowledge and understanding of U.S. history and government. The course must also be suitable for the English proficiency level of the students and appropriate for the program focus. After having attended such a course for 40 hours and after having made progress (as defined by the educational agency, see Program Standards below), students are eligible to receive the "Certificate of Satisfactory Pursuit" issued by the INS.

LANGUAGE SKILLS FOR LEGALIZATION AND COMMUNITY PARTICIPATION

Courses designed for students who need a certificate should try to work towards these goals:

1. to help students meet the legalization requirements (i.e. attending a course for a minimum of 40 hours; obtaining a "certificate of satisfactory pursuit", submitting all necessary documents to the INS; completing an "interview" with the INS examiner.)

2. to offer the kind of content and teaching that is appropriate for the skills level of the students and relevant to their lives

3. develop the language skills necessary to complete legalization and interact with members of the larger (English speaking) community.

The "Certificate Only" group most likely shares the following qualities:

Applicants

* **are not expected to take the INS administered exam, but will need a "Certificate of Satisfactory Pursuit"**

* **will have limited English proficiency and most likely will have difficulty understanding "academic" information.**

* **may have fairly good "survival English", but may lack the literacy skills necessary to deal with successfully textbook materials**

* **may have only a few years of schooling in their home country and thus may not be used to classroom instruction**

* **may have had negative educational experiences and lack confidence in their own ability to learn**

* **may have little or no background in literacy in their first language and thus may not be able to fully understand materials written in the first language**

* **may not be able to relate to history presented in terms of facts and figures.**

* **may face problems in their daily lives (child care, family illness, work stress) that inhibit them from coming to classes and benefiting from classroom instruction.**

Based on these characteristics, a course offering certificates only, should try to focus on content of immediate importance to students' lives and provide an environment in which students can feel comfortable, confident and supported while they acquire content information and learn English.

POINT TO REMEMBER: The INS does not require that the civics component consist of the facts presented in the federal text. On the contrary, INS officials have repeatedly stressed that they find an emphasis on "life skills" that incorporates some basic information about the U.S. the most appropriate approach for the lower levels.

Objectives for Certificate courses:

A certificate course may want to meet the following objectives:

1. understand the IRCA requirements. (see LEGALIZATION COMPONENT)

2. develop the English skills needed to successfully complete the legalization process (see IRCA LEARNING ACTIVITIES)

3. gain the information needed to access services, assert one's rights, and stay out of trouble. (see PRACTICAL CIVICS DISCUSSION UNITS)

4. develop the English language skills necessary to understand and interact with members of the larger community (e.g. doctors, lawyers, teachers, landlords, police officers) and develop the coping skills necessary for solving problems with limited English. (see ENGLISH FOR COMMUNITY PARTICIPATION)

ENGLISH FOR LEGALIZATION

Content

This component should include information on where to apply, what information to provide, how to fill necessary forms, how to mail information, xeroxing important documents, dealing with originals, paying fees, getting necessary doctor's tests, requesting information on the phone or in writing, where and how to get help, protecting oneself against fraud, talking about the information on the application, dealing with the INS interviewer, protecting family members who may not be eligible.

Instructional Strategies

For lower level classes, bilingual support will be necessary if the classroom teacher is to get the basic requirements across to the students. If such support is not available in the classroom, consider the following strategies:

1. invite a legalization expert (not from the INS) that speaks the students' language to your class while you sit in. Both you and the students ask questions.

2. use videos that explain the legalization process in the first language (e.g. "Now What?" "Opportunity USA")

3. if students are literate in Spanish, use pamphlets from community advocacy groups such as KNEEL or information bulletins published by newspapers (e.g. La Opinion in Los Angeles);

4. have students contact people from the community who might translate, give informed advice and answer questions.

LEARNING ACTIVITIES

To help students understand and act upon the legalization information, teachers may try the following strategies:

1. help students develop questions they want to ask in English or in the first language; ask them to work in groups to discuss the answers; ask your own questions and have students explain "what is what" to you.

2. if students are literate, have one group write questions and another group provide the answers based on videos, discussion or IRCA pamphlets.

3. have students make phone calls to legalization offices and ask for information (many have 800 numbers);

4. ask your students to write a letter or make a call to invite a guest speaker to discuss amnesty (have them work in groups so they can decide what they want to say and students with stronger language skills can help those with less developed literacy skills.)

5. give students plenty of practice in giving and receiving information, (direct conversation, on forms, over the telephone)

PRACTICAL CIVICS/DISCUSSION UNITS

Topics for the discussion units should reflect the concerns and interest of the students in the group as well as the orientation of the agency that sponsors the program. Besides a unit on how to achieve legalization, a course may include units Dealing with Sick Family Members, Solving Problems at Work, Getting around (transportation), Dealing with Housing Concerns, Understanding your Child's School, Fighting Discrimination, Going Back to School, Protecting Yourself Against Crime.

Legalization

Much of your time will probably be spent on a legalization unit. This unit can include the following communication strategies (or life skills competencies):

a. how to provide personal information about, name, age, address, place of birth, length of stay in the country, visits home, etc.; in person, over the phone, filling out forms; You may want to discuss the difference between taking about oneself to an acquaintance or to an interviewer.

b. how to deal with the post office (applications will be mailed); addressing envelopes, sending documents by certified mail; asking the postal clerk for information

c. how to deal with doctors (applicants need health certificates); where to find a doctor (INS has lists); making appointments,- in person and over the phone-, double checking dates, finding out if someone speaks your language, what questions to ask, -receptionist, - doctor, - nurse)

d. how to deal with important documents (originals, making copies, safe keeping, getting papers notarized)

e. how to pay fees (cash, checks, money orders)

f. how to deal with the INS interviewer (see coping skills in PART I.

POINT TO REMEMBER: Students at the lower levels will need a great deal of practice in these strategies. If quite a bit of reinforcement seems to be needed, similar activities can appear in different context within other units.

Expanding and Reinforcing Skills Needed for Legalization

The following activities can be used to help build the underlying proficiency necessary to complete the legalization process successfully:

a. giving personal information can appear in the context of an **employment application** (simplified forms are in most life skills books); disability forms or requests for unemployment compensation; in a unit on **schooling** (filling out forms for children to be enrolled - ask school district for examples), a unit on **transportation** (insurance forms, accident reports), doctors, etc.

b. dealing with money can appear as part of a unit on **housing** (how to pay the rent, what to do when you can't pay the rent, deposits and cleaning fees, contracts) transportation (how to buy a used car, how to pay traffic fines), etc.

Linking History and Government to Students' Lives

Information on history and government will appear naturally throughout your unit on legalization and in the community related themes that you are trying to develop. For example,

1. students' legalization experience is, of course, connected to the Immigration Reform and Control Act, a law with great significance in the history and government of the U.S.

2. any time your students go to the post office, attend school, use a public clinic, pay taxes or talk to the INS, they are interacting with the city, county, state and federal levels of the government's executive branch;

3. students will learn to recognize government offices by the flag(s) in front.

4. whenever students fight a ticket, challenge an eviction notice or ask a legal aid agency to take an unscrupulous lawyer to court, they are interacting with the legislative branch;

5. any time your students deal with cash, they will encounter a president.

An "amnesty civics" curriculum can thus provide students with the opportunity to see how their lives are an integral part of U.S. history and government and how their experience helps shape the future. However, in order to assure SLIAG funding sources and the INS that you are indeed teaching history and government related to the federal textbooks, you may wish to list the competencies your students are acquiring and the terms and concepts they encounter separately.

Examples of Civic Competencies:

In this course students will work towards knowledge and understanding of U.S. history and government in the following manner:

1. Through discussion of the legalization process, students will become familiar with the 1986 IRCA and its historical implications. The will come to comprehend the significance of changing from illegal or undocumented status to permanent residency and possibly citizenship. They will understand the rights and obligations their new status will entail.

2. In the "practical civics/community participation" sections of the course, students will learn basic information about government run services (schools, clinics, post office) and about the court system that protects them against discrimination and fraud. Students will learn to become "good citizens" by becoming informed and by acquiring the language skills necessary to function successfully in society.

Partial List of Civics Concepts and Vocabulary to be Taught:

* immigration/immigrants/immigration office
* recent immigrants from Mexico, the Caribbean and Asia
* Immigration and Naturalization Service (INS)
* country, capital
* president(s)
* law, legal, illegal, legal aid,
* document;(I-9) undocumented;
* deport, deportation;
* permanent resident; temporary resident
* green card;
* citizen; citizenship; citizenship exam

* government, government offices (examples: schools, post office, clinics, police station; sheriff's office;
* American holidays
* Statue of Liberty
* the flag
* U.S. currency
* emergency signs and danger signs (i.e. poison)
* social security card
* Driver's license

SETTING PROGRAM STANDARDS

According to the INS, it is up to each program to decide whether the student is making satisfactory progress. To document such progress, a program is expected to:

a) describe what students should learn at each level

b) explain what students should be able to do with the information they have acquired (performance standards)

c) discuss measures for evaluating process

Examples of Possible Performance Levels for Lower Level Students.

Ordinary English

At the end of forty hours students will be able to understand questions and give information in English on the following topics:

* name and address; age; birthplace; occupation

Literacy in English:

At the end of forty hours, beginning students will be able to:

* write their name;

*recognize emergency signs presented in context (e.g. poison, danger, road signs, hospital, etc.)

History and Government

At the end of forty hours, students will be able to do the following:

* explain legalization requirements in their home language
* identify the U.S. flag; name the colors of the flag
* identify Washington and Lincoln on U.S. money;
* name the U.S. capital;
* identify a picture of the current president;
* give the emergency number for public services (fire, police)
* name holidays at which federal offices are closed
* identify and name common road signs
* provide personal information requested on common government forms
* give date of their legalization appointment

POINT TO REMEMBER: Performance standards are alternatively called competencies and functional skills. For additional examples of such competencies, see the CASAS list of competencies (see Bibliography) It is NOT necessary to have a standardized test to assess whether students are making progress nor is it necessary to set the same goals for all students. Programs can use indicators such as attendance, class participation, group interaction, and individual effort.

DOCUMENTING PROGRESS

1. Set realistic standards and be generous in assessing progress. Many of your students have not had positive experiences with schooling, have low levels of literacy (if any) in their first language and speak very little English. Remember that students who find the classes frustrating may drop out and disappear. Above all, do NOT allow your standards to become barriers for students who need a certificate to meet legalization requirements.

2. Consider your students. In developing curriculum content, set standards primarily in terms of what you think your students need and want to know (and your teachers can teach) and secondarily in terms of what you think the INS wants. We do not expect the INS to challenge a curriculum that legitimately meets the civic information and language needs of a particular group.

3. There is no requirement that indicates that applicants have to meet objective standards that are the same for each student. Programs are free to document achievement based on the progress the individual student is making.

As a basis for achievement, teachers can use

* attendance,

* participation,

* increased vocabulary

* increased knowledge

* greater willingness to become involved in group activities,

* increased use of language in pairs, groups or in the class as a whole,

* greater use of print (such as reading signs on classroom wall),

* greater ease in writing

Progress in the Affective Domain:

* greater self-esteem as witnessed in classroom behavior
* increased confidence in one's ability to learn
* greater enthusiasm towards classroom tasks,
* more positive attitude towards school
* greater willingness to take risks with new tasks

ESTABLISHING A RESPONSIBLE PROGRAM POLICY

According to the final federal regulations on IRCA, INS has the right to monitor amnesty programs to deter and prevent unscrupulous service providers from taking advantage of amnesty applicants. While many programs share the INS concerns about "fly-by-night operators", the are equally concerned about the chilling effect that the possible presence of INS officials will have on their program. Service providers know that students will only attend courses if they trust the program, feel safe from harassment and can be assured that they are not putting at risk those friends and family members who may not qualify.

In addition, since many programs still serve the undocumented (who are entitled to educational services), they are concerned about the confidentiality of information regarding students who might face deportation. Thus, in order to protect students who may not be eligible for legalization and those at risk, and in order to safeguard the confidentiality of records for all students, you may wish to consider the following:

1. Be informed on what the regulations say about INS monitoring (see final regulations) and insist that the INS office follow these guidelines.

2. Work together with other agencies, including legal coalitions, to discuss the issue with the immigration service. Try to negotiate an agreement that allows a non-INS agency to take over the monitoring function and establish guidelines for reporting fraudulant providers. If the State Department of Education in your area is not able or willing to take over site visits, elect another agency to do so. (You may have to discuss funding). In many areas, certain agencies are already encharged with evaluating amnesty services; it should be possible to expand their function to assure INS of quality control. Make sure that you choose an agency that has experience in evaluating language programs or has a protocol for assessing such programs fairly.

If the INS insits on monitoring programs, consider the following:

3. Check with your local coalition to find out what procedures have been worked out so far. Meet with the local INS district director and express your concerns regarding INS presence on campus. (Assure INS officials that you are as concerned as anyone about the need to protect clients against fraud). Suggest that the INS may be too overworked to systematically evaluate programs while another agency may have the manpower to do so. Offer to work out an informal agreement by which a designated non-INS agency monitors programs.

Also mention that the INS, lacking educational expertise, is not best qualified to judge the quality of the teaching that occurs in an amnesty program. Mention that the regulations seem to suggest that a curriculum and written program standards are to be evaluated (not actual program operations) and offer to discuss your program records at a neutral site away from your school.

You may also point out that INS presence on a campus can have a chilling effect on attendance overall and that if INS presence is suspected on site, students who need to legalize may disappear along with others. In addition, INS site visits may create fear and mistrust among applicants who cannot distinguish between the enforcement and the service function of the service.

4. Insist that the INS director work out a protocol that explains criteria for selecting programs to be monitored and standards for evaluation. (Programs have the right to know what they are being judged by). Negotiate details to make sure standards are fair and reasonable. Insist that students not be punished for the failure of a program to comply with INS regulations.

5. In conjunction with your local coalition, develop a "bill of rights" for programs that explains what information INS can legally request and what information must remain confidential. Explain under what circumstances the INS can remove records from the office.

6. If the INS insists on site visits, request that the INS NOT monitor your program during times when classes are in session and that they do not visit classrooms. Explain that you fear that the "chilling effect" of having immigration on campus would deter students from coming to classes since many of your students may have relatives who do not qualify for legalization.

7. Maintain separate records for INS inspection that only contain information pertinent to your providing responsible services to amnesty applicants (i.e. curriculum, federal text, description of class sizes, A numbers if required; Do NOT provide addresses.)

8. Do not maintain files on students who do not qualify for legalization or who may be at risk. Ask students who sign up for classes "Have you applied for temporary residence status?" If students have not applied, do not keep records that help trace students.

POINT TO REMEMBER

Although it is true that the INS may only have the manpower to monitor programs against which complaints have been filed, many responsible programs see it as a point of integrity to establish an explicit protocol that safeguards the confidentiality of all students to the greatest degree possible.

RESOURCES

I. TEXTS: MANDATED AND RECOMMENDED

1. Federal Textbook Series available from federal bookstores or through the Superintendent of Public Documents

U.S. Government and Printing Office
Washington, D.C. 20402
Phone: (202) 257-2091 or
(202) 783-3238

Order numbers are MD 9 for citizenship chart and MD 286 through 291 for texts

2. Center for Applied Linguistics: Of the People, By the People, For the People (available from the government printing office) Simplified interactive version of the federal U.S. Government Text. Recommended for citizenship classes that prepare students for the test.

II. IRCA BIBLIOGRAPHIES

1. CASAS (Comprehensive Adult Student Assessment System), 1988
Curriculum Guide for IRCA ESL Programs.

contains (1) a list of IRCA competencies for English and civics, (2) an IRCA bibliography, and (3) a CASAS score scale with descriptors of Student Performance Levels (SPLs)

to order, call (619) 298-4681

2. Northwest Educational Cooperative, Aug. 1988. Legalization and Citizenship Materials, A Selected Bibliography, Illinois ESL Adult Education Service Center.

contains sections on citizenship texts, U.S. history texts, government supplements, Bilingual/native language texts, teacher resources and names and addresses of publishers and suppliers. DOES NOT YET INCLUDE "Of the People" by the Center for Applied Linguistics, the authorized ESL version of the federal text on U.S. government.

(to order, call (312) 803-3535)

II. TESTS

1. TESOL, 1987. Reviews of English Language Proficiency Tests.

Reviews language proficiency assessments such as the BEST TEST and the John Test, both of which evaluate oral language proficiency although "John" is quite a bit less sophisticated; does not contain information on CASAS appraisals.

2. CASAS Amnesty Tests; for information on training in the administration of the test, call (619) 298-4681.

(the test does not contain an oral language assessment)

III. RESOURCE INFORMATION, IRCA GUIDES:

1. Immigrant Legal Resource Center, Phase Two: Applying for permanent residence. (use order form or call (415) 853-1600.) Resource guide for agencies setting up amnesty preparation programs. Contains a chapter on recommendations for program design and curriculum development.

2. Orange County Coalition for Immigrant Rights, Nov. 1988. Rights and Resources. Public Information Handbook for the Immigrant.

contains section on Permanent residency requirements, employee rights and responsibilities, employer rights and responsibilities, civil rights, discrimination issues, fraud, etc. Also contains section on where to go for help in Orange County; most information is general enough for all areas.

IV. NEWSLETTERS:

1. Immigration Reform Language Issues Network (IRLI Net): IRLI Notes; newsletter on the educational implications of IRCA (use order form or call (213) 985-4680.

2. The Green Sheet; NALEO's Newsletter on Legalization's Second Step. Contains information on various areas of Phase II. To get on the mailing list call 1 (0 34 KNEEL.

3. IRCA Clearinghouse, The ADVISOR, Newsletter for all aspects of IRCA ($35 for non-profit, $45 for profit). Provides greater depth than on issues; to order, call (202) 544-0004

V. National Hotlines:

NALEO IRCA information: (800) 44 NALEO; for applicants

NEW RESOURCES (May, 1989)

INFORMATION AND OUTREACH

A Phase II videotape, funded by the Chancellor's Office of the Community Colleges in California, is now available in Spanish and English. The tape is designed to inform applicants about Phase II educational requirements and motivate them to take courses.

John Nixon
Rancho Santiago College
Centennial Education Center
4900 West Edinger
Santa Ana, Ca. 92704; or call (714) 667-3460

CURRICULUM

1. "ESL/Civics: Planning and Implementing English and Civics Programs"

Contains information on outreach, second stage requirements, funding sources, intake, and a brief bibliography for course materials. The history and government curriculum included is designed for intermediate and advanced students preparing to take the exam.

Available from ACNS, 95 Madison Avenue, 3rd Floor
New York, N.Y. 10016
(Price: $ 12:50)

(For a more extensive, ESL/Civics bibliography, contact CASAS at (619) 298-4681 or NALEO at (202) 546-2536.

2. "Teach the Students, Not the Book: Preparing Students for Legalization."

Contains curriculum guidelines and instructional strategies for course developers and amnesty teachers. Includes suggestions for a "practical civics" curriculum for the lower levels.

Available for $. 4.50 from IRLI Net/Long Beach Foundation
(Center for Career Studies
California State University, Long Beach
Long Beach, Ca. 90840
or call (213) 985-4680

POLICY ISSUES

1. "Legalization White Paper"

A discussion of policy issues regarding INS outreach, SLIAG funds, INS Testing, Financial Assistance, Appeals, and Work Authorization; includes recommendations.

Available for $ 5.00 from NALEO
708 G. Street, S.E.
Washington D.C. 2000
or call (202) 546-2536

2. "One Hundred Questions. The Ongoing Debate over Language Policy Issues in the 1986 IRCA" (by Heide Spruck Wrigley)

An analysis of the language and literacy issues raised by IRCA; contains a discussion of the law, INS regulations and subsequent concerns.

available for $2.00 from the Tomas Rivera Center,
710 North College Avenue,
Claremont California 91711
or call (714) 625-6607

3 "Can You Tell Me the Name of Grant's Horse?" The first paper in a three part series on language issues related IRCA is available from the same source.

NEEDS ASSESSMENTS

1. "Out of the Shadows -- the IRCA/SLIAG Opportunity"
A Needs Assessment on Educational Services for Eligible Legalized Aliens in California under SLIAG

A survey conducted by California Tomorrow of the current capacity of the system; contains interviews with applicants and case studies. Preliminary results indicate a serious short fall in the availability of services. The final report will be issued by
California Postsecondary Education Commission
for information call (415) 441-7631

2. Legalizing Farmworkers and their Families: Program Policy and Implications.

Available from California Human Development Corporation. For information call Chris Page at (707) 523-1155.

TRAINING AND STAFF DEVELOPMENT

Teleconference

The California State Department of Education is offering a teleconference on IRCA throughout the state. The conference is proceeding right and individuals may still participate at designated sites. Other states may hook up to be part of the conference. Tapes of the training sessions can be purchased in California at a subsidized price for SLIAG funded programs. Program in other states will pay the regular price.

For details call Dawn Stoll at CASAS (619) 298-4681.

NEW NEWSLETTERS/BRIEFINGS

"Immigration Briefings"

Analyzes and discusses issues in immigration law and provides guidelines on what actions to take and avoid: for lawyers, personnel managers, student/scholar advisors, etc. (Twelve (12) monthly issues for $240)

Available from: Federal Publications
1120 20th Street NW. Suite 500 South
Washington, D.C. 20036-3406
or call (202) 337-7000

AMNESTY AT WORK

"Amnesty at Work: ESL and Civics for the Workplace"

Guidelines and recommendations for worksite ESL/literacy/amnesty courses will be available from IRLI Net. The guidelines will include strategies on providing up to date information to employees and their families who are amnesty applicants (e.g. referrals to recognized ESL/civics programs and community assistance projects), and on setting up job site amnesty classes especially designed for workers. Information on the anti-discrimination provisions of IRCA will also be included.

Target audience includes: employers, unions, and educational agencies interested in providing work site amnesty programs.

For information, call or write to IRLI Net (213) 985-4680.

IRLI NET

CENTER FOR CAREER STUDIES/IE 2 117
CALIFORNIA STATE UNIVERSITY LONG BEACH

LONG BEACH, CA 90840.

APPENDIX

(Testing options, 100 questions for History and Government, and 20 questions to assess literacy)

ENGLISH LITERACY EXAMINATION AT TIME OF INTERVIEW FOR ADJUSTMENT OF STATUS FROM TEMPORARY TO PERMANENT RESIDENT --READING AND WRITING SAMPLES

1. The American flag is red, white, and blue.
2. The United States has fifty (50) states.
3. George Bush is the President of the United States
4. There are (2) Senators from each state.
5. The Congress makes the laws in the United States.
6. I live in (State in which applicants resides.)
7. The Congress meets in the Capitol.
8. The President works in Washington, D.C.
9. George Washington was the first President.
10. We are all equal (free) in America.
11. July 4 is Independence Day.
12. You must be a United States citizen to vote.
13. The American flag has fifty (50) stars.
14. Washington, D.C. is the capital of the United States.
15. I live in the United States of America.
16. The President lives in the United States.
17. The American flag has thirteen (13) stripes.
18. The Vice President works in Washington D.C.
19. We have freedom of speech in the United States.
20. The Congress has two houses.

U.S. DEPARTMENT OF JUSTICE
IMMIGRATION & NATURALIZATION SERVICE
SAN FRANCISCO DISTRICT OFFICE
630 SANSOME ST., RM 749
SAN FRANCISCO, CA 94111-2280

Phase II Legalization Bulletin February 7, 1989 Vol. 1 No. 4

John R. Davis, DPA, Deputy District Director (415) 556-2869/2870

INS EXPANDS TESTING OPTIONS FOR ENGLISH-CIVICS REQUIREMENT IN IRCA:

REQUIREMENT. Demonstration of a minimal understanding of ordinary English and a basic knowledge and understanding of U.S. history and government.

EXEMPTIONS FROM TESTING	312/CITIZENSHIP TEST	SATISFACTORILY PURSUING CRITERIA
(1) Persons under age 16 (=< 15)	(1) Conducted by INS examiner at time of Phase II application interview at legalization office, OR	(1) Certificate of Satisfactory Pursuit (I-699) from approved school upon completion of at least 40 hrs of 60 hour class, OR,
(2) Persons over age 64 (=> 65)	(2) Conducted by various nonprofit service agencies authorized by the Legalization Assistance Board, Educational Testing Service (ETS) of Washington, D.C. (20 question test set)	(2) INS PROFICIENCY TEST (15 question video test set), OR,
(3) Physically incapable persons		(3) High School or GED diploma, OR,
(4) Persons over 50 years in age who can demonstrate 20 years of U.S. residency.		(4) School Cert. of one full academic year completed.
(5) Special Agricultural Workers (SAWs) applying for amnesty under Sec. 210 IRCA		

(--OR-->

EDUCATIONAL TESTING SERVICE (ETS) TO OFFER 312/CITIZENSHIP TEST: The INS has approved the Educational Testing Service (ETS), through the Legalization Assistance Board, to offer a Section 312 Citizenship test for Phase II legalization applicants. Successful completion of the 312/Citizenship test provided by ETS testing agencies will satisfy the literacy and civics requirements of IRCA Section 245a as well as the like requirements for the naturalization process leading to U.S. citizenship.

FORMAT OF 312/CITIZENSHIP TEST OFFERED BY ETS: The test includes 20 multiple choice questions and a written exercise. Test administrators will

read questions aloud while the those taking the test follow the questions in a test booklet. At least 12 questions (60%) must be answered correctly to "pass" the 20 question 312/Citizenship test. If the applicant correctly answers less than 12 of 20 questions on the first test, a second 20 question test may be taken immediately. The applicant must correctly answer a total of 20 questions out of the combined total of 40 questions in order to "pass" the extended test option. Passing scores will be reported to the INS for recording in the applicant's legalization file.

AVAILABILITY AND COST OF 312/CITIZENSHIP TEST THROUGH ETS TEST SITES: The ETS 312/Citizenship test will cost the applicant $10.00. The 20 or 40 question test set may be taken once in any one day. There is no limit on the total number of times that the test may be repeated. ETS testing sites will begin offering the 312/Citizenship tests in February 1989. A study guide describing the test's contents is available.

FURTHER INFORMATION ON 312/CITIZENSHIP TESTING THROUGH ETS: For more information on the new ETS citizenship testing program telephone ETS's Tom Ewing at (609) 734-1615. For information on new ETS test sites telephone 1-800-346-2536. Organizations wishing to become authorized test sites may write to Mr. George Elford, Legalization Assistance Board, Educational Testing Service (ETS), 1925 Eye Street N.W., Washington, D.C. 20006.

OTHER LITERACY-CIVICS TESTS UNDER DEVELOPMENT: CASAS (State Department of Education) is also developing a citizenship test for use in both the legalization and naturalization programs. The new CASAS test is expected to be available in the spring of 1989. The CASAS test will include a booklet and cassette tape.

1. What are the colors of our flag? (Red, White, Blue)
2. How many stars are there in our flag? (50)
3. What color are the stars on our flag? (White)
4. What do the stars on the flag stand for? (One for each state)
5. How many stripes are there in the U.S. flag? (13)
6. What color are the stripes in the U.S. flag? (Red & White)
7. What do the stripes in the U.S. flag stand for? (13 original states)
8. How many states are there in the Union (U.S.)? (50)
9. What is the 4th of July? (U.S. Independence Day)
10. What is the date of the U.S. Independence Day? (July 4th)
11. From what country did the U.S. win independence? (England/U.K.)
12. What country did we fight during the Revolutionary War? (England/U.K.)
13. Who was the first President of the United States? (George Washington)
14. Who is the President of the United States today? (George Bush)
15. Who is the Vice President of the U.S. today? (Dan Quayle)
16. Who elects the President of the United States? (Electoral College)
17. Who becomes President of the U.S. if the Pres. should die? (Vice Pres)
18. For how long do we elect the President? (Each term = 4 years)
19. What is the Constitution? (The Supreme Law of the Land)
20. Can the Constitution be changed? (Yes, by amendment)
21. What is a change to the Constitution called? (Amendment)
22. How many amendments are there to the U.S. Constitution? (26)
23. How many branches are there in the U.S. government? (3)
24. What are the 3 branches of the U.S. government? (Leg/Exec/Judicial)
25. What is the legislative branch of the U.S. government? (Congress)
26. Who makes the laws in the United States? (Congress)
27. What is Congress? (The Senate and the House of Representatives)
28. What are the duties of Congress? (To make laws)
29. Who elects Congress? (The people)
30. How many senators are there in the U.S. Congress? (100)
31. Name 2 U.S. Senators from California. (Alan Cranston & Pete Wilson)
32. For how long do we elect each U.S. Senator? (Each term = 6 years)
33. How many Representatives are there in the U.S. Congress? (435)
34. For how long do we elect each Representative? (Each term = 2 years)
35. What is the U.S. executive branch? (President/Cabinet/Departments)
36. What is the U.S. judiciary branch? (The Supreme Court)
37. What are the duties of the Supreme Court? (To interpret laws)
38. What is the supreme law of the United States? (The Constitution)
39. What's the Bill of Rights? (The 1st 10 amendments to the Constitution)
40. Where is the capitol of the State of California? (Sacramento)
41. Who is the current Governor of California? (George Deukmejian)
42. If both Pres. & VP die, who becomes President? (Speaker of the House)
43. Who is the current Chief Justice of the Supreme Court? (Wm. Rehnquist)
44. Name the 13 original states. (CN,DE,GA,NC,NH,NJ,NY,MA,MD,PA,RI,SC,VA)
45. Who said "Give me liberty or give me death"? (Patrick Henry)

Std next page

46. Which countries were our enemies during WWII? (Germany/Italy/Japan)
47. What are the 49th and 50th states of the U.S.? (Hawaii & Alaska)
48. How many terms can a President serve? (Maximum = 2 terms)
49. Who was Martin Luther King Jr.? (A Civil Rights Leader)
50. Who is the head of local city government? (Mayor)
51. Eligibility to be President? (Born in US/age 35 yrs/lived in US 14 yr)
52. Why are there 100 Senators in the Senate? (Two from each state)
53. Who selects the Supreme Court Justices? (Appointed by the President)
54. How many Supreme Court Justices are there? (9)
55. Why did the Pilgrims come to America? (Seeking Religious Freedom)
56. What is the head executive of a state government called? (Governor)
57. What is the head executive of a city government called? (Mayor)
58. What holiday was started by the 1st American colonists? (Thanksgiving)
59. The main writer of the Declaration of Independence? (Thos. Jefferson)
60. When was the Declaration of Independence adopted? (July 4, 1776)
61. Basic belief of the Declaration of Independence? (All men created =)
62. What is the national anthem of the U.S.? (The Star-Spangled Banner)
63. Who wrote the Star-Spangled Banner? (Frances Scott Key)
64. Where does freedom of speech come from? (The Bill of Rights)
65. What is the minimum voting age in the United States? (18)
66. Who signs Congressional bills into U.S. law? (President)
67. What is the highest court in the United States? (The Supreme Court)
68. Who was President during the Civil War? (Abraham Lincoln)
69. What did the Emancipation Proclamation do? (Freed many slaves)
70. What special group advises the President? (The Cabinet)
71. Which President is called the Father of our Country? (Geo. Washington)
72. What INS form is used to apply for U.S. citizenship? (N-400)
73. Who helped the Pilgrims in America? (Native American Indians)
74. The first Pilgrims sailed to America in what ship? (Mayflower)
75. What were the 13 original states of the U.S. called? (Colonies)
76. 1st Amend. to Constitution.. (Speech/Press/Religion/Assembly/Chg Govt)
77. Who has the power to declare war? (Congress)
78. What kind of government does the United States have? (Republic)
79. Which President of the U.S. freed the slaves? (Abraham Lincoln)
80. In what year was the U.S. Constitution written? (1787)
81. The 1st 10 amendments to the Constitution are called? (Bill of Rights)
82. Name one purpose of the United Nations? (Try to resolve problems/aid)
83. Where does Congress meet? (The capitol building in Washington, D.C.)
84. Whose rights are guaranteed by the Constitution? (All in U.S.)
85. What is the introduction to the Constitution called? (The Preamble)
86. Benefits of citizenship... (Fed jobs/Passport/Petition for relatives)
87. What is the most important right granted to U.S. citizens? (Vote)
88. What is the United States capitol? (The place where Congress meets)
89. What is the White House? (The President's official home)
90. Where is the White House located? (Washington, D.C.)
91. What is the name of the President's official home? (The White House)
92. 1st Amendment rights... (Speech/Press/Religion/Assembly/Req chg govt)
93. Who is Commander in Chief of the U.S. military? (The President)
94. Who was the 1st Commander in Chief of the US military? (G. Washington)
95. In what month do we vote for President? (November)
96. In what month is the new U.S. President inaugurated? (January)
97. How many times may a U.S. Congressman be re-elected? (No limit)
98. How many times may a U.S. Senator be re-elected? (No limit)
99. The 2 major political parties in the U.S.? (Republican/Democrat)
100. How many states are there in the United States? (50)

* * *

LEGALIZATION

PHASE II

APPLYING FOR PERMANENT RESIDENCE

EDITED BY:
KATHERINE BRADY
SUSAN M. LYDON
M. STACEY HAWVER
BILL ONG HING
MARK SILVERMAN

IMMIGRANT LEGAL
RESOURCE CENTER

SLIAG Education Contact

Alaska
Ms. Karen Ryals
Alaska Dept. of Education
P.O. Box F
Juneau, AK 99811
(907) 465-2865

Arizona
Ms. Trudy A. Rodgers
Arizona Dept. of Education
1535 W. Jefferson Street
Phoenix, AZ 85007
(602) 255-3729

California
Dr. Richard Stiles
21 Capitol Mall
Sacramento, CA 95814-4785
(916) 322-2175

Colorado
Mr. Vern Porter
Colorado Dept. of Education
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6606

Connecticut
Mr. Minick Charkiewicz
Dept. of Human Services
1049 Asylum Avenue
Hartford, CT 06105
(203) 566-4884

District of Columbia
Ms. Dodie Butler
Office on Latino Affairs
2000 14th Street, N.W.
Second Floor
Washington, D.C. 20009
(202) 939-8765

Florida
Dr. Angel Gonzales
Program Div. for Special Programs
Florida Dept. of Education
Collins Bldg., L-34
Tallahassee, FL 32301
(904) 487-352

Georgia
Dr. Jean Devard-Kemp
Adult Education Program
One CNN Center
660 S. Tower
Atlanta, GA 30303-2705
(404) 656-6632

Hawaii
Ms. Mila Medallon
Office of Community Svcs.
335 Merchant St., Room 101
Honolulu, HI 968123
(808) 548-2130

Idaho
Mr. Darrell Loosli
Associate State Suprt.
Idaho Dept. of Education
650 W. State
LBJ Building
Boise, ID 83720
(208) 334-2203

Illinois
Ms. Norine Lopez
Illinois Board of Ed.
Adult Ed., Sect. C-418
100 N. First Street
Springfield, IL 62777
(217) 782-3370

Indiana
Ms. Linda Warren
Indiana Dept. of Ed.
229 Statehouse
Indianapolis, IN 46204-2798
(317) 232-0522

Iowa
Mr. Don Wederquist
Iowa Dept. of Education
Bureau of Area Schools
Grimes Building
East 14th and Grand
Des Moines, IA 50319-0146
(515) 281-3671

Source: APWA Immigration Reform Task Force

Kansas
Mr. Phil Guittierrez
Docking Street Office Bldg.
Room 624
Topeka, KS 66612
(913) 296-3349

Kentucky
Ms. Sharon Perry
Div. for Mgmt. & Devlp.
Dept. of Insurance
275 E. Main Street
Frankfort, KY 40621
(502) 564-3556

Louisana
Mr. Glen Gosset
Dept. of Education
P.O. 94064
Baton Rouge, LA 70804-9064
(504) 342-3510

Maryland
Mr. Frank Bien
Director
Office of Refugee Affairs
311 W. Saratoga Street
Baltimore, MD 21201
(301) 333-1863
or
Ms. Anne Bouculat
SLIAG Coordinator
Office of Refugee Affairs
311 W. Saratoga Street
Baltimore, MD 21201
(301) 333-1864

Massachusetts
Mr. Richard Levy
Massachusetts Dept. of Ed.
Bureau of Adult Basic Ed.
1385 Hancock Street
Quincy, MA 02169
(617) 770-7298

Michigan
Ms. Mae Mittag
MI Dept. of Education
Ottawa Bldg. So., 2nd Flr
P.O. Box 30008
Lansing, MI 48909
(517) 373-1693

Minnesota
Ms. Diane Becoraro
Community Education
988 Capitol Square Bldg.
550 Cedar Street
St. Paul, MN 55101
(612) 296-7500

Mississippi
Mr. Max Cole
Dept. of Public Welfare
515 E. Amite Street
Jackson, MS 39201
(601) 354-0341

Missouri
Mr. Elvin Long
MO Dept. of Elementary &
Secondary Education
Jefferson Bldg., 7th Flr
P.O. Box 480
Jefferson City, MO 65102
(314) 751-1249

Nebraska
Mr. Burney J. Bouslough
Nebraska Dept. of Education
Director of Adult Basic Ed.
P.O. Box 94987
Lincoln, NE 68509-4987
(402) 471-4807

Nevada
Mr. Jerry Nielson
Nevada Dept. of Education
Capitol Complex
400 W. King Street
Carson City, NV 89710
(702) 885-3133

New Hampshire
Ms. Dorothy Oliver
New Hampshire Dept. of Ed.
101 Pleasant Street
Concord, NH 03301
(603) 271-2247

New Jersey
Dr. William Gavin
Dept. of Education
CNN 500
Trenton, NJ 08625
(609) 588-3153

New Mexico
Mr. Ralph Paiz
New Mexico Dept. of Ed.
New Federal Program Unit
State Education Bldg.
Santa Fe, NM 87501-2786
(505) 827-6648

New York
Ms. Sandra Bailis
NYS Dept. of Social Svcs.
40 North Pearl Street
Albany, NY 12243
(518) 432-2520

North Carolina
Mr. George W. Flemming
Coordinator, Refugee Assistance
Dept. of Human Resources
325 N. Salisbury Street
Raleigh, NC 27611
(919) 733-4650

Ohio
Mr./Ms.
Dept. of
P.O. Box
St.
Columbus, OH 43266-0308
(614) 466-

Oklahoma
Mr. Raul Font
Oklahoma Dept. of Ed.
2500 N. Lincoln Blvd.
Oklahoma City, OK 73105-4599
(405) 521-3196

Oregon
Ms. Debbie Lincoln
Deputy Commissioner
Office of Community Colleges
Oregon Dept. of Education
700 Pringle Pkwy., S.E.
Salem, OR 97310-0290
(503) 378-8639
or
Mr. Tim Gil
Office of Community Colleges
Oregon Dept. of Education
700 Pringle Pkwy., S.E.
Salem, OR 97310-0290
(503) 399-5100

Pennsylvania
Mr. Leo Dorsey
Dept. of Public Welfare
Health & Welfare Bldg.
Harrisburg, PA 17105
(717) 787-1691

Puerto Rico
Mr. Jesus Monpanez
Dept. of Social Services
P.O. Box 11398
Santurce, PR 00910
(809) 722-7400

Rhode Island
Ms. Lynn August
Dept. of

Providence, RI 02908
(401) 277-2551

South Carolina
Mr. Hiram Spain, Jr.
Exec. Asst. for Work Supp.
Dept. of Social Services
P.O. Box 1520
Columbia, SC 29203
(803) 253-6341

Tennessee
Mr. Walter Shanks
Dept. of Adult & Comm. Ed.
1130 Mezler Road
Nashville, TN 37210
(615) 741-7054

Texas
Mr. Paul Mettke
TX Education Agency
1701 N. Congress Ave.
Austin, TX 78701
(512) 463-9374

Utah
Mr. Sherman Roqueiro
Division of Family Svcs.
120 North 200 West
P.O. Box 45500
Salt Lake City, UT 84145
(801) 538-4100

Vermont
Mr./Ms.
Dept. of
Street
P.O. Box
Montpelier, VT 05602
(802) 885-9602

Virginia
Ms. Elaine Busch
7731 Leesburg Pike Road
Room 100
Falls Church, VA 22403
(703) 893-1093

Washington
Ms. Jean Leas
Suprt. of Public Instruction
Old Capitol Bldg., FG-11
Olympia, WA 98504
(206) 753-6748

West Virginia
Ms. Linda Kelly
Dept. of Education
1900 Washington St., East
Charleston, WV 25305
(304) 348-6318

Wisconsin
Ms. Mary Ann Jackson
VTAE Board
310 Pride Place
Madison, WI 53705
(608) 267-9684
or
Mr. Jules Baber
(608) 266-8358

Wyoming
Ms. Julia Robinson
Administrator
Div. of Public Asst. &
Social Services
Hathaway Bldg., 3rd Floor
Cheyenne, WY 82002
(307) 777-7561

States not Participating in SLIAG

Arkansas
Dr. Emma Rhodes
Coordinated Adult Education
Three Capitol Mall
Three Education Bldg., West
Little Rock, AR 72201-1083
(501) 371-2263
(Declined SLIAG funds)

Alabama

Delaware

Maine

Montana

North Dakota
Mr. Donald Schmid
Director, Children & Family Svcs.
Dept. of Human Services
State Capitol
Bismarck, ND 58505
(701) 224-4811
(Not participating)

South Dakota
Mr. James O. Hansen
Secretary
Dept. of Education
700 Governors Dr.
Pierre, SD 57501
(605) 773-3134
(Have not applied for the funds)

Virgin Islands